**Course: Math 7 CCSS Standard Number(s): 7. NS. 1d Day: Days 3**

**Unit # and Title: Unit 1 – Adding Integers Day 1 Block(s)/Period(s): 1 2 3 4 5 6**

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| **Unit Essential Question(s):** | **Where do we see fractions, decimals, and percentages being used in our real world?**  **How do we represent fractions, decimals, and percents using models, words, and symbols?** | | |
| **Learning Target(s)**  **“I can statements”** | **I can use properties of operations to add rational numbers.** | | |
| **Essential Vocabulary** | **Integers, positive, negative, rational, fractions, decimals, additive inverse, opposite.** | | |
| **Resources and Materials** | **Teacher** | | **Student** |
| **Whiteboard, eraser, marker** | | **Pencil, paper(notebook), Adding Integers Level 1 worksheet.** |
| **8 Mathematical Practices:** | | | |
| 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics. | | x 5. Use appropriate tools strategically.  x 6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | |
| **Activating Strategy**  **(Opening Activity)** | **Students will complete the following two problems on the board. They will write the original problem down on a piece of paper, solve the problem, and circle final answer.**  **1. Add -5 + 3 using a number line.**  **2. Add 3 + (-4) using integer chips.**  **3. If Jason walked up 10 floors and then went down 3. What floor is Jason currently on? note: Jason started on floor 0.** | | |
| **Cognitive Teaching Strategies**  **Me/We/Few/You**  **(TIP-Teacher input**  **SAP-Student actively participates**  **GP – Guided Practice**  **IP-Independent Practice)** | **Me/We/Few/Me:**  **Teacher will go over warm-up with students to ensure their understanding of zero pairs and adding integers on a number line. Teacher will explain the goal of the day.**  **Teacher will tell students that adding integers with manipulatives is great and you can always do it that way. The teacher will ask the students, “How many feel like every problem takes forever to do?” Wait for student responses. The teacher will then tell students there is a quick and faster way to add integers just by looking at their signs. (Tell a bit enthusiastically to grab student’s attention.)**  **Teacher will write on the board:**  **Adding integers with like signs: *add the two numbers together and then keep the sign of the numbers.***  ***ex: -3+ - 4 = - 7***  **Adding integers with different signs: *subtract the two numbers together and keep the sign of the larger number.***  ***ex: - 4 + 3 = - 1***  **Tell the students a great way to remember this concept is *“SAME SUM, DIFFERENT DIFFERENCE”***  **The teacher and class with complete a couple of problems together to both two and three terms. Teacher will give the students a couple of problems to try on their own and then discuss their answers with their neighbors.**    **After notes/examples:**  **Family Fued/Team Wars: The class will be divided into two teams. One member will come up to the board to complete a problem. Each person at the board must have the problem written on the board and their answer circled to receive points. When finished the person must come and hit a buzzer. Teacher will then look to see if there answer is correct. If not, they have second chance to get the problem correct. The team with the correct answer will receive a point. The team with the most points at the end wins.**  **The students who are not up at the board will must write the down the problems and answers to turn in to teacher when game is completed.** | | |
| **Summarizing Strategy**  **(Closing Activity)** | **Journal: Explain how to add integers without the help of positive/negative chips or a number line.** | | |
| **Assessment/Homework** | **Students will complete Adding Integers Level 1 first column only.** | | |
| **Extending/Refining** | **Refining: Students may find it still helpful to continue using integers chips or number line. Also have the students create a flow chart about Same Sum, Different Difference.**  **Extra tutoring before or after school.** | | |